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Effects of Social Media Technology on Students' Enrolment in selected Private Universities in Uganda: Entrepreneurial Marketing perspective

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Abstract: The university's online feasibility is fundamental to students enrolling in a highly competitive academic environment. The study's main objective was to examine the effect of social media technology on students' Enrollment in selected private universities in Uganda. Two private universities were selected to accomplish the study's goals, and all the students and the institutions' admission/marketing officers were targeted. The selected two universities are owned by entrepreneurs. Structured questionnaires were used to collect data from the students, and unstructured interviews were organised to gather data from the admission/marketing officers. Four different types of social media are included in this work. Four hypotheses were formulated from the structure of the research questions; ANOVA, Correlation, and other statistical tools were used in testing these hypotheses. The results indicate that the University's Facebook advertisement significantly affects student enrolment at $F= 223.522$, $df= 353$, sig. at 0.000. Meanwhile, the University's Website (blogs) content positively affects student enrolment at $F= 84.714$, $df= 353$, sig. at 0.000. On the other hand, the result shows a significant positive relationship between the University's YouTube channel and

students' enrollment at a correlation of 0.558, $df=353$, sig. at 0.000 and significant at 0.01 level (2-tailed). Similarly, the finding also shows that the University's LinkedIn site influences students' enrolment at $F=291.125$, $df=353$, sig. at 0.000. The insights discovered from this study would help to facilitate, develop, and focus on building a corporate image that will encourage students' enrolment. This will also be useful for universities that wish to improve the level of students' subscriptions to different programs offered by the institutions.

Keywords: *Entrepreneurship, Facebook advertisement, LinkedIn site, Student enrolment Website (blogs) content, YouTube channel,*

1. INTRODUCTION

Education has been described as one of the fastest-growing sectors and a global service that every country, regardless of economic status, strives to provide for its citizens. Youth yearning for university education to acquire skills and knowledge is increasing daily. Developed and developing countries strive to obtain the highest levels possible regarding tertiary education. The rising levels of the cost of tertiary education and the growing numbers of prospective tertiary students have made it difficult, if not impossible, for governments to provide tertiary education for their citizens single-handedly (Benjamin *et al.*, 2011). This has led to establishing private Universities worldwide (Helen *et al.*, 2021).

Uganda's higher education system has shifted from purely public to a combination of public and private. The Ugandan higher education system dates back to 1922 and was predominantly financed by the state. However, the situation changed with cost sharing in 1992 and the introduction of private universities, starting in 1998. In 1992, Makerere University, for the first time, allowed fee-paying students to attend classes and scholarship students, thus introducing cost-sharing to the country's public sector universities. Though private universities were permitted in 1988, there was no instantaneous flood of applications to start a university. The first were Uganda Martyrs' University (UMU) Nkozi and Ndejje University in 1993, followed by Bugema University and Nkumba University in 1996, and Uganda Christian University (UCU) Mukono in 1997. Significantly, these institutions were backed by an existing religious community and were non-profit in orientation.

Since 2000, there has been a proliferation of university-level institutions, with more than 20 new institutions forming (NCHE, 2010). This more recent wave of institutions differs somewhat from the older ones in that 60 percent do not have a religious connection; some are philanthropic, and some are for-profit institutions (NCHE, 2010). The involvement of the private sector players has complemented the services offered by public universities. To that end, the number of private universities has grown from 24 in 2011 to 45 in 2017, outnumbering the public universities that stand at nine (NCHE, 2018).

The rapid growth in this higher education sector is characterised by increased student enrolment in public and private universities. The level of student subscription to any university, particularly private universities, depends largely on the image and feasibility of such a university (Helen *et al.*,

2021). However, in the 21st-century institutions of higher learning, competition to attract good students from home-based and international levels is growing exponentially (Jarvis *et al.*, 2010). In this competition, universities and other higher education institutions have moved toward a business-like, competitive operation model and embraced a service that could be marketed beyond national borders (Baldwin and James, 2000). However, universities with a unique feasibility and promotional appeal will likely survive the growing competition in the education sector, particularly in Uganda (Matovu, 2018). A unique corporate image of a university makes it easier for students, parents, and guardians to identify and remember a particular University's service quality (Adedeji *et al.*, 2019),

The main objective of this study is to examine the effect of social media technology on students' enrollment in private universities in Uganda.

However, the specific objectives are to:

- examine the effect of Facebook advertisements on students' enrolment
- Investigate the Influence of University Website (blogs) content on students' level of enrolment
- Analyse the relationship between the university's YouTube channel and students' enrolment
- To explore the influence of the University's LinkedIn site on the level of student enrolment

2.0. Literature Review and development of hypotheses

Student Enrolment

The survival of any institution of higher learning depends largely on the ability of such institutions to retain current students and attract new ones from all spheres of life (Soutar and Turner, 2002). It is also important to note that the mobilization of resources, achievement of students, and their success in making their programs attractive to the external environment are also fundamental to students' attraction and possible enrolment in such institutions. The various institutions of higher learning, particularly privately owned institutions, should consider marketing strategies an indispensable managerial function to survive in a competitive academic environment (Bowen *et al.*, 2012). Sharrock (2000) argues that it is not enough for a school to be effective; it must also project an effective image to parents and stakeholders. It has been observed that adopting marketing strategies would be

an effective tool for overcoming the decline in student enrolment in institutions of higher learning, particularly private institutions.

Institutions that fail to reason strategically about their promotion to portray the values of their institutions to the public often find themselves struggling with a range of issues such as poor enrolment, decreased operational budget, and image confusion (Kosea and Omotayo, 2021) Word of mouth, effective use of school website, social media technology, customisation, pricing, adequacy of infrastructure, and advertising are some of the strategies that can be adopted for enhance student enrolment both home-based and international students. Private universities must explore strategies to communicate and convince old and prospective customers, i.e., parents, students, and stakeholders, that their school is the right choice (Oluwasanmi, 2016).

One of the best strategies to enhance and increase student enrollment is for institutions to run an excellent operation so that parents and students will be very satisfied with the academic programs, and the impact will be seen in students' high academic achievement. In other words, it operates the school business at a higher level than the norms of regular school organisations and effectively communicates the improvement to customers (Oplatka, 2006). Meanwhile, Michael (2003) posits that institutions of higher learning should emphasize the need to do something special to get people talking about their institutions positively, and by so doing, it will enhance the university's image.

Omboi and Mutali (2011) opine that "a well-executed direct advertising campaign can offer a positive return on investment through increased student enrolment." Therefore, direct advertising communicates the product offers, services, or events and explains how to get the offered product, service, or event of the institution. This tool utilises email, mail, and catalogs. It encourages direct responses to radio and television stations to reach the target audiences and increase the subscription level.

Universities' websites are generally acknowledged as the most powerful advertising medium and reach a broad spectrum of consumers; however, they need to be adopted by educational institutions to reach their target prospects and enrollees.

The achievement of the institutions, their ranking status among other universities worldwide by different ranking agencies, the employability of their products, impressions of the public about the product/services rendered, and the impact of alumni generally influence parent or student decision of whom university to attend. All this must be properly disseminated through different advertisement mediums (Olawore and Ajayi, 2016).

Kotler and Keller (2009) posit that advertising has two particularly important strengths; "first, it can be an effective means of vividly demonstrating product attributes such as school facilities, buildings, computer laboratory, science laboratories, libraries, sports equipment, school uniform, etc.

Secondly, it can dramatically portray user and usage imagery, brand personalities, and other intangibles". Advertising can be carried out through the media like newspapers, the internet, and direct mail. Private universities can use these mediums to reach prospective clients. Other outdoor advertising, such as billboards and road shows, can also be effectively utilized to project the image of the institutions (Ekeagbara *et al.*, 2019).

Social Media technology and student enrolment

Social media technology enables companies to understand customer needs better and build effective relationships (Adegbuyi *et al.*, 2015). Saffko and Brake (2009) observe that social media "refers to activities, practices, and behaviours among communities of people who gather online to share information, knowledge, and opinions using conversational media."

Saffko and Brake (2009) define social media as "online applications, platforms, and media which aim to facilitate interaction, collaboration, and the sharing of content." With a definition of social media in place, accurately defining social media marketing is possible.

Nowadays, Social Media Marketing and, more particularly, Social Networks are becoming increasingly important in consumers' purchasing decisions, mainly because they amplify word-of-mouth. They may even become more important than advertising as a trusted source of information. However, it is important to stress the fact that, in Social Media Marketing, marketers have less control over messaging and positioning.

Kennedy (2014) also noted that target parents of higher learners today belong to a generation active in social media use. Social media, he argues, is easily shared. When done consistently, it can strengthen value in the minds of the target audience and will improve enrolment. Some of the most suitable social media platforms that educational institutions could adopt as a marketing means include Facebook, Instagram, WhatsApp, X (formally Twitter), YouTube, Messenger, LinkedIn, etc. The relevance of marketing strategy application cannot be overlooked if educational institutions must create an impression that they are the best, which will facilitate customer attraction for them. Broadcast of important programmes, quality of programmes, beautified school environment, sufficient modern teaching equipment, social networking, and school website will attract a vast audience and prospects to facilitate enrolment.

University websites can provide a basis for an engaging user environment (Weiss, 2008), and social media is an ideal extension for relational marketing activities due to their collaborative and interactive nature.

Social networking is one aspect of social media where individuals are in communities that share ideas and interests or want to meet people with similar ideas and interests. The four most popular social networking communities in developing countries are Facebook, website/blog, YouTube, and

LinkedIn. This study will focus on the possible uses of four networks for marketing in higher education in Uganda.

However, the graphical prism Fig 1 (below) illustrates today's wide array of social media tools.



Source: Reuben, R. (2008). "Survey about the use of social media in higher education."

Social media technologies offer the capability to receive and create content with the hope that a collective intelligence emerges.

Social media [technology] is a growing phenomenon with manifold definitions. It generally refers to media used to enable social interaction. For our purposes, the term social media technology (SMT) refers to web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated (e.g., personal photos, videos, writing) or existing (e.g., news, radio, television) content in digital environments through multiway communication.

This SMT definition includes such examples as Facebook, LinkedIn, Myspace, YouTube, WordPress/Blogger, Google+, and Instagram; however, it does not include educational learning and content management systems, such as Blackboard, eLearning Suite, WebCT, Desire2Learn, and ANGEL.

The new technologies that are changing the way higher institutions market through social media for student intake include the following:

Facebook is a social utility that connects people with friends and others who work, study, and live around them. People use Facebook to keep up with friends, upload unlimited photos, share links and videos, and learn more about the people they meet. Facebook comprises six primary components: personal profiles, status updates, networks (geographic regions, schools, companies), groups, applications, and fan pages. When Facebook launched the concept of fan pages in

November 2007, many universities jumped at the opportunity to create an official Facebook presence for their university. (Consortium 2007).

Website/blogs. Weblogs or blogs, as they are known, are easily created and updateable websites that allow authors to publish to the Internet instantly, thus allowing instructors and students to communicate easily. The most popular use of blogs for marketing in higher education is having currently enrolled students blog about their lives on campus as a recruiting initiative in conjunction with admissions. (Consortium, 2007).

YouTube is the leader in online video and the premier destination to watch and share original videos worldwide through the Web. It allows people to easily upload and share video clips across the Internet through Web sites, mobile devices, blogs, and e-mail.

LinkedIn is a social media platform geared toward professionals. It enables you to network and build your professional portfolio, but you can also go into the world and look for a new job. A platform for universities to share information, connect with prospective students and their parents, and retain communication with alumni networks.

Flickr is an online photo site where users upload photos that can be organized in sets and collections. Others may view and comment on public photos (Consortium, 2007). Universities have found Flickr to be a great tool for easily sharing photos with students, alumni, faculty, and staff. The automation of uploading the photos, adding captions and tags, and turning them into organized collections with slideshows without manual Web coding is a great timesaver for time-strapped Web professionals.

- Social bookmarking. Bookmarking sites allow users to save and archive entire web pages. This enables users to produce a searchable, personalized Internet.
- Twitter. X (formally Twitter) is a powerful tool for connecting with others and sharing content easily. X (formally Twitter) crosses instant messaging and blogging, allowing users to send short (140-character) updates. Users can also follow the updates of friends they "follow," send them direct messages, reply publicly to friends, or just post questions or comments about their current status (Consortium, 2007). We haven't yet found a definitive way to use Twitter for marketing in higher education. Some have suggested it can be used with other social media tools, such as student bloggers who update their X (formally Twitter) accounts more often than their blogs, to serve as another tool to promote their news.

The concept of Entrepreneurial Marketing

Many academics focused their research on entrepreneurship and marketing in the last three decades as they witnessed that companies need new strategies when facing turbulent times within the market environment, increased dynamics, and global competition today. They have been aware that entrepreneurs and managers must put aside traditional

marketing and management principles and replace them with innovative actions within a new business strategy; a connection between entrepreneurship and marketing is called entrepreneurial marketing (Kraus et al., 2010).

Morris *et al.* (2002) have defined EM as ‘the proactive identification and exploitation of opportunities for acquiring and retaining profitable customers through innovative approaches to risk management, resource leveraging and value creation.’ Researchers also view EM behaviour as being derived from entrepreneurial thinking, entrepreneurs being innovative, calculated risk takers, proactive and opportunity orientated, while Hills and Hultman (2006) identified EM behavioural characteristics which included ‘marketing tactics often two ways with customers’ and ‘marketing decisions based on daily contacts and networks’

Entrepreneurial marketing should be viewed as a new paradigm connecting marketing and entrepreneurship constructs into one broad concept where marketing is transferred in a process firms use to act entrepreneurially (Collinson and Shaw, 2001). Companies have recognized it based on their need to overcome modern barriers and become more competitive by establishing new processes and ways of managing complete business operations within and outside the company. Globalization made markets available to everyone, especially online, making it difficult for entrepreneurs and companies to quickly and efficiently build competitive advantage in certain business segments. Instead, the company had to create, invent, and define new competitive processes in every business segment. As a result, traditional marketing principles were overridden by innovative, proactive, and detailed marketing approaches to every business process with a little higher risk. Considering that these innovative marketing actions were first used by small companies and entrepreneurs, who were forced to create new processes due to the lack of resources in all fields, researchers defined it as entrepreneurial marketing (EM).

Entrepreneurial marketing actions are helping entrepreneurs develop their businesses with smaller costs and introduce innovative business operations (Adegbuyi *et al.*, 2024)

The Schumpeterian EM frame research direction is known as Schumpeterian Entrepreneurial marketing, as it relates to innovation. It is characterized by the behaviour of those directed toward innovation to destabilize marketing to gain a competitive advantage and change the marketing rules. This stream identifies managers as more entrepreneurial as they always develop new business models and processes to maintain or increase profit margins. Examples of these companies are Polaroid, Apple, Facebook, and Google. They all set new marketing rules using innovation (Sadiku-Dushi *et al.*, 2019). In today's marketing world, we see many approaches, such as subversive marketing, expeditionary marketing, and guerrilla marketing, and all can be placed in the Schumpeterian EM frame. At the same time, EM is a marketing strategy that fits all the above-stated directions (Hills *et al.*, 2010).

Recent studies showed that entrepreneurial marketing can be applied to all companies (Olawale, 2019; Eggers *et al.*, 2020; Kraus *et al.*, 2010; Sadiku-Dushi *et al.*, 2019) and to non-profit organizations (Shaw, 2004) where we also have an example of research study which observed EM in sport organization (Rizvandi and Tojari, 2019).

Entrepreneurial marketing, as a term, represents marketing activities in small companies (it is proven that it can be applied in larger companies) that have reduced resources and have to use innovative, creative, and non-traditional tactics to succeed. (Sadiku-Dushi *et al.*, 2019) finds that entrepreneurship and marketing have at least three common factors. Managerial processes (they both enhance it), marketing mix and resources (both fields analyze all combinations), and value creation. Until recently, most researchers viewed entrepreneurship and marketing as a completely different research field (Hills et al., 2008).

Originating from two distinct disciplines, marketing and entrepreneurship, EM has evolved as an amalgamation of two discrete management areas to capture facets of marketing that are not often explained by existing traditional marketing concepts and theories (Olawale, 2019).

Morris, Schindehutte, and LaForge (2002) defined EM as the “proactive identification and exploitation of opportunities for acquiring and retaining profitable customers through innovative approaches to risk management, resource leveraging, and value creation.”

Entrepreneurial firms that explore new ways of doing business may be responding to challenges in the marketplace. Firms engaging in EM must be both customer and entrepreneur-centric in their strategic approaches.

This paper argues that while firms must adopt Social media technology, it is equally essential in today's dynamic markets that market orientation be implemented. Firms engaging in EM must be both customer and entrepreneur-centric in their strategic approaches. The traditional notion that the customer is at the centre of everything while the entrepreneur caters to the whims of the served market is no longer a sustainable strategy. Taking a balanced strategic posture of being both market- and entrepreneur-oriented, being proactive in both market-driving and being market-driven based on excellent market sensing enables EM firms to achieve higher performance. EM may offer the competitive advantage to ensure firms survive and succeed in the face of the many challenges besetting businesses in the twenty-first century. (Sussie, 2011).

3.0 Research methodology

Sampling and data collection

Data for the study were collected based on a random survey from two selected private universities in Uganda. The selected private universities are Ndejje University and Victoria University (Chartered). These universities were selected because of their high level of presence on the internet.

Besides, the choice of these private Universities is not far-fetched from the competition level in attracting academically sound students. In addition, Universities

offer a holistic education based on moral and ethical values. A sample of one hundred and fifty student respondents and six admission/marketing officers was targeted. Messiah and Immaculate (2011) conducted a similar study in Kenya with a sample size of one hundred and twenty-five respondents, which yielded conclusive results. This makes the researcher confident that this sample size will be able to generate conclusive results that could be used for generalization. Convenience sampling based on ease of access was adopted in the case of student respondents, whilst purposive sampling was used in that of the admission/marketing office.

4.0 Data Analysis and Discussion of Findings

Test of Hypotheses /Results and Discussion

Hypotheses

Four hypotheses were raised and tested in this study. The findings are presented in the tables below. The significant level of 0.05 was set to either retain or reject

Hypothesis 1: The University’s Facebook advertisement has no significant effect on Students’ enrolment

Simple Regression Showing the Effect of Facebook Advertisement on Students’ Enrollment.

Table 1 Model Summary^b

| model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .623 ^a | .388 | .387 | .34305 |

a. Predictors: (Constant), Facebook advertisement

b. Dependent Variable: Students_Enrolment

Table 2: Analysis of Variance ANOVA^a

| Model | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------|----------------|----|-------------|---------|-------------------|
| 1 Regression | 26.305 | 1 | 26.305 | 223.522 | .000 ^b |

| | | | | |
|----------|--------|-----|------|--|
| Residual | 41.426 | 352 | .118 | |
| Total | 67.731 | 353 | | |

a. Dependent Variable: Students_Enrolment

b. Predictors: (Constant), Facebook advertisement

Decision Rule: Reject the null hypothesis, when the significance value is below 0.05. Do not reject the hypothesis when the significance value is greater than 0.05.

Interpretation of Result: The ANOVA table shows that the F value is 223.522 at .000^b significance level. The implication is that Facebook advertisement significantly affects students’ enrolment.

Decision: Reject the null hypothesis. Therefore, University Facebook advertisement has a significant effect on Students’ enrolment

Hypothesis 2: The University’s Website (blogs) has no significant influence on Students’ enrolment

Table 2: Simple Regression Showing the influence of University Websites (blogs) on students’ level of enrolment.

Table 3 Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .440 ^a | .194 | .192 | .39382 |

a. Predictors: (Constant), University Website (blogs)

b. Dependent Variable: Students_Enrolment

Decision Rule: When the R square is between 0.0 and 0.20, it is very weak; 0.20 to 0.40 is weak; 0.40 to 0.60 is moderate; 0.60 to 0.80 is strong; and greater than 0.80 is very strong.

Interpretation of Results:

The results from the model summary table above revealed the extent to which the variance in the dependent variable (student enrolment) is explained by the independent variable (University Website (blogs)). In this case, the R square is .194; if expressed by a percentage, it will be 19.4%. This connotes that 19% of the variance in University Websites (blogs) can be explained by the variance in student enrolment. The adjusted R square shows that .194 is 19.4% variability of the University Website (blogs), while the standard error of the estimate indicates .394, which signifies the error term. This means that a unit increase in university website (blog) content will lead to an increase in students’ level of enrolment.

Table 4: ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 13.138 | 1 | 13.138 | 84.714 | .000 ^b |
| | Residual | 54.593 | 352 | .155 | | |
| | Total | 67.731 | 353 | | | |

a. Dependent Variable: Students_Enrolement
b. Predictors: (Constant), University Website (blogs)

Hypothesis 3: HO3 University’s YouTube channel has no significant relationship with Students’ enrolment

Table 5: Correlation showing the significant relationship between the University’s YouTube and students’ enrollment.

Correlations

| | | University’s YouTube channel | Students_Enrolement |
|--------------------------------|---------------------|------------------------------|---------------------|
| : University’s YouTube channel | Pearson Correlation | 1 | .558** |
| | Sig. (2-tailed) | | .000 |
| | N | 354 | 354 |
| Students_Enrolement | Pearson Correlation | .558** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 354 | 354 |

****.** Correlation is significant at the 0.01 level (2-tailed).

Decision Rule:

The following is the rule for interpreting results from correlation analysis:

When $r = .10$ to $.29$; it is a small relationship

When $r = .30$ to $.49$; it is a medium relationship

When $r = .50$ to 1.0 ; it is a strong relationship

Table 5 shows the relationship between the university’s YouTube channel and students’ enrollment, with a correlation coefficient 0.558. This implies that there is a significant relationship between the two variables. However, the probability value is less than 0.05($p < 0.05$). This implies that the relationship between the university’s YouTube channel and students’ level of enrolment is significant.

Hypothesis 4: HO4 University’s LinkedIn site has no significant effect on Students’ enrolment

Table 6: Regression showing the effect of the University’s LinkedIn site on Students’ enrolment.

Model Summary^b

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .673 ^a | .453 | .451 | .32452 |

a. Predictors: (Constant), University’s LinkedIn site
b. Dependent Variable: Students_Enrolement

Table 8: ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 30.660 | 1 | 30.660 | 291.125 | .000 ^b |
| | Residual | 37.071 | 352 | .105 | | |
| | Total | 67.731 | 353 | | | |

a. Dependent Variable: Students_Enrolement
b. Predictors: (Constant), University’s LinkedIn site

Decision Rule: Reject the null hypothesis with a significance value below 0.05. Do not reject the hypothesis when the significance value is greater than 0.05.

The results indicate that the University's Facebook advertisement significantly affects student enrolment at $F=223.522$, $df=353$, sig. at 0.000. Meanwhile, the University's Website (blogs) content positively affects student enrolment at $F=84.714$, $df=353$, sig. at 0.000. On the other hand, the result shows a significant positive relationship between the University's YouTube channel and students' enrollment at a correlation of 0.558, $df=353$, sig. at 0.000 and significant at 0.01 level (2-tailed). Similarly, the finding also shows that the University's LinkedIn site influences students' enrolment at $F=291.125$, $df=353$, sig. at 0.000.

5.0 Recommendations, Managerial Implications and Limitations

The following are the recommendations using the students' enrolment antecedents and the various social media technology variables identified in the study.

□ It is recommended that the universities publicise the outstanding achievements, broadcast their important programmes, quality of programmes, beautified school environment, sufficient modern teaching equipment, social networking, and school website. This will help reach out to a vast audience, and by so doing, it will help facilitate students' decision to enroll in any programme of their choice.

□ Besides, the continued students' module evaluation/review results could be published on the University website, enabling prospective students to review when making their choice program. This action will likely improve enrollments without any additional cost to promote such a programme by the university.

□ The university marketing department should focus more on technologically advanced tools that modern university students identify with, such as social media tools like LinkedIn, YouTube, Facebook, website/blog, and Twitter, and less on advertising on newspapers and television platforms.

□ Finally, we acknowledge that the findings in this study are limited to the context of smaller firms from small economies; hence, wider applicability may not necessarily follow. However, this paper does not purport to prescribe how EM should be practiced; rather, it aims to provide EM evidence as practiced in the marketplace and stimulate further debate to enrich a better understanding of what is entrepreneurial in marketing.

6.0 Conclusion

• The study offers a valuable framework of facts and figures that can be adopted by educationists, researchers, government, and other stakeholders in the educational sector to understand and manage the dynamics and resultant effect of Social media technology on Students' Enrolment in both Private and Public Universities in Uganda.

• The study provides strategies that can be adopted to understand the unique dimensions of relationships and the significant effects of the university's social media technology and students' enrolment in Uganda's private universities. This is one of the few empirical research that gives accounts of the practical correlation between social media technology and student enrolment in private universities in the developing society. This will help the stakeholders to develop models that will help in attracting students for enrolment, particularly private universities in Uganda

• This study has contributed to the existing knowledge and expansion of boundaries of existing academic knowledge in social media technology and university enrolment.

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